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ABSTRACT

This 24-item annotated bibliography of journal articles and monographs from the ERIC database is designed to assist two-year college faculty and administrators by answering questions and providing new ideas for the successful conduct of their reading instruction program. The items date from 1983 to 1988 and are arranged in the following categories: (1) an overview; (2) remedial reading instruction; (3) methods and media for teachers; (4) literature in the two-year college; and (5) computer-assisted instruction. (RS)

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Focused Access to Selected Topics
a bibliography by the
Clearinghouse on Reading and Communication Skills

Reading in the Two-Year College

by Margaret Haining Cowles

ED299545

FAST Bib No. 5 RCS

More than one-half of all college students and nearly one-half of all college faculty in the United States attend or work at two-year colleges; yet two-year colleges are seldom the sole focus of media attention. With increasing national attention on specialized literacies, the two-year-college and its career-focused student deserve increasing attention from reading specialists, other educators, and the public. Two year colleges are often the scene of the most effective development in catch-up, remedial instructional programs and techniques; and they also tend to be the site of highly innovative and experimental yet practical teaching and of meaningful evaluations of reading instruction.

ERIC/RCS presents this FAST Bib on reading in two-year colleges in recognition of the importance of the role played by these institutions and of the high standards of professionals who work in them. It is hoped that the resources cited here can assist two-year college faculty and administrators by answering questions and providing new ideas for the successful conduct of their reading instruction programs.

Abstracts for some of the articles cited here have been abbreviated to conform to the FAST Bib format. The *ED* numbers for sources included in *Resources in Education* have been included to enable the user to go directly to microfiche collections, order from the ERIC Document Reproductive Service (EDRS), or go to *RIE* for the full abstract on those sources not available through EDRS. The citations to journals are from the *Current Index to Journals in Education*, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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An overview

Cranney, A. Garr, and Hollingsworth, Paul. "The improving professionalization of college adult reading." [1986]. 23pp. [ED 268 478]

Notes substantial progress in the field of college adult developmental reading toward becoming a mainstream academic field. Discusses roadblocks to that goal and new directions in the field.

Edwards, Dennis H., *et al.* "Reading across the curriculum: Strategies for improving reading in content area classes," Sacramento: Cosumnes River College, 1987. 21 pp. [ED 278 461]

Twelve reading skills strategies developed by a project that focused on the comprehension demands of particular students' textbooks are explained with examples. The strategies are 1) previewing and marking text, 2) developing motivation, 3) following the SQ3R method, 4) using the Cornell notetaking format of record, reduce, recite, reflect, and review, 5) mapping in outlines that fit particular materials, 6) learning time management, 7) teaching vocabulary through context clues, word structure, and the dictionary, 8) developing critical thinking with a read, analyze, and apply technique, 9) using non-reading activities to promote student interest in a topic, 10) reading graphs, 11) practicing distinguishing between main ideas and supporting evidence, and 12) providing questions for students to consider while reading.

Fleming, Delryn R., ed. "New frontiers in learning." Proceedings of the 16th Annual Conference of the Western College Reading and Learning Association, volume 16, 1983. 125 pp. [ED 247 533]

This collection of 19 articles focusing on the present state and future direction of college reading and learning skills instruction includes reviews, investigations and evaluations, and prescriptions and descriptions. Among the topics covered are: 1) the influence of cognitive and ethical development in critical reading, 2) the effect of social dialect on reading comprehension at the community college level, 3) diagnosing reading and reasoning problems of high achieving adults, 4) developing reading modules for trade students, 5) improving rate and recall in reading, and 6) basic skills testing and programming for remedial reading.

Holbrook, Hilary Taylor. "ERIC/RCS: Reading needs at the 2-year college level," *Journal of Reading*, 29 (8), May 1986, pp. 770-772.

Identifies the reading needs of two-year college students and examines teaching techniques designed to help meet them.

Piepmeier, Karen S. "Reading and developmental education," *New Directions for Community Colleges*, 15 (1), Spring 1987, pp. 63-73.

Suggests that in meeting the challenge of increasing numbers of students with inadequate reading skills, community colleges rely more on informal assessment of students' ability, focus on study and discovery skills, develop comprehension strategies, and incorporate the linguistic approach. Considers future needs, including facilities, required to do the job.

Reed, Keflyn-Xavier. "An analytical comparison of reading levels of junior college students with the readability levels of textbooks used in content area courses." Paper presented at the Annual Conference of the Postsecondary Reading Council of Alabama, 1987. 12pp. [ED 284 177]

Using the Nelson-Denny Reading Test to measure student abilities and the Fry Readability Formula and Graph to measure text difficulty, a study determined that eight content area textbooks used in a community college were above the mean reading score of the 100 students in the study. Suggests specific reading strategies and programs.

Remedial reading instruction

Carrasquillo, Angela, *et al.* "Perceived remedial English reading class benefits of community college students," [1986]. 14 pp. [ED 285 127]

A survey of first-year community college students in New York City enrolled in remedial reading indicated that a slight majority of the students were women, that 54% of them were foreign born, and that a high percentage of them were taking the course in order to get higher paying jobs and to gain admission to college as regular students. Findings suggest that the role of remedial reading instructors be reevaluated to see if it matches students' expectations.

Early, Katherine. "Late blooming is better than no blooming at all," *Journal of Developmental & Remedial Education*, 7 (2), Winter 1984, pp. 20-21.

Provides a personal account of tutoring an illiterate community college student athlete. Discusses the problem of finding appropriate reading materials for adults with low skill levels. Traces the tutored student's progress, problems, and decisions for future education.

Hermann, Beth Ann. "Reading instruction: Dealing with classroom realities," *Community College Review*, 13 (1), Summer 1985, pp. 28-34.

Describes a study of 14 reading improvement students and their instructor regarding their views of the students' reading deficiencies and the focus of the instruction. Reveals that instruction did not address the needs perceived by either the teacher or the students.

Luvaas-Briggs, Linda. "Some 'whole brain' activities for the community college reading class," *Journal of Reading*, 27 (7), April 1984, pp. 644-647.

Describes activities to promote the integration of the right and left hemispheres of the brain that improve the attitudes of remedial readers.

Taylor, Karl K. "Can college students summarize?," *Journal of Reading*, 26 (6), March 1983, pp. 524-528.

Reports the results of a study in which community college students were found to be unable to summarize adequately without considerable training.

Methods and media for teachers

Ast, Harley J. "A multimedia self-instructional systems approach to reading." Paper presented at the Conference of the Western College Reading and Learning Association, 1987. 25 pp. [ED 284 620]

Describes a self-paced program which uses a controlled reading pacer, print material, and fluency training films to teach adult students to read without subvocalizing or regressing. Instructional materials are organized sequentially in reference to the basal, prescriptive, and syntactical steps necessary for adequate skills development. Potential students are given a battery of reading tests to determine their particular skills deficiencies, and an individualized program is prescribed for each student.

Beauchamp, Fay. "Cultural immersion and developmental education." Paper presented at the Annual Conference of the Community College Humanities Association, 1986. 13 pp. [ED 277 422]

Developmental program instructors at the Community College of Philadelphia have created materials which integrate thinking, reading, and writing, which teach standard English usage through the study of the history of English, and which use drama and film to explore language attitudes. Experiential learning—involving students in acting out scenes from plays, attending professional theatrical performances, visiting museums, and reading aloud to children—is based on intensive exploration of themes such as Afro-American heritage, classics in Western European culture, and the diversity within Third World cultures.

Bravick, Jean. "The development, implementation, and evaluation of an instructional model to increase comprehension through written structural-response to text." Paper presented at the 32nd Annual Meeting of the International Reading Association, 1987. 55 pp. [ED 281 178]

Results of a study in Florida confirmed that junior college students writing structural responses reached higher levels of inferential comprehension than students who only read or wrote opinion responses, suggesting that the Structural-Response Instructional Model is a pragmatic way to use writing to increase students' understanding of written discourse and to increase their reasoning skills.

Reed, Keflyn-Xavier. "Using directed reading activities to increase students' receptiveness and comprehension of literary forms." Paper presented at the 22nd Annual Meeting of the Southeastern Conference on English in the Two-Year College, 1987. 10 pp. [ED 283 141]

Students at Bishop State Junior College (Alabama) who admitted to reading out-of-class assignments only occasionally due to the degree of difficulty of the reading were given analytical exercises designed specifically for studying textbooks, poems, short stories, and novels. Of 511 students responding to an assessment item, 427 found the exercises helpful for reading comprehension.

Literature in the two-year college

"The future of literature in the community college." Proceedings of the 1st Annual National Conference of the City Colleges of Chicago, 1985. 218 pp. [ED 275 357]

Twenty-one papers presented at 'The Future of Literature in the Community College' conference are included in these proceedings. Selected titles are: 1) 'The Value of Literature in the Community College Curriculum: One Credo, Several Courses,' by Carol Barrett; 2) 'Beyond the Parson's Field: Third World Literature in the Community College Classroom,' by Judith Hall; 3) 'The Word Must Fit the Need: Using Video and Film to Teach Literature in the Community College,' by Robin Herndobler; 4) 'Literature—An Invaluable Aid in Teaching Reading Comprehension Skills to Remedial or Developmental Level Community College Students,' by Loisjean Komai and Carlene Wingfield; and 5) 'Teaching Writing through Literature: Toward the Acquisition of a Knowledge Base,' by RoseAnna Mueller.

Moorhead, Michael. "Teaching the modern novel to community college sophomores," *Teaching English in the Two-Year College*, 11 (2), December 1984, pp. 66-69.

Argues that sophomore English students can and will read if offered assistance and literary offerings worth their attention. Suggests a course built around post-World War II American literature, since today's students can relate to the language used and to the contemporary issues raised in these novels.

Page, Helen Ward. "Literature across the college curriculum," *Journal of Reading*, 31 (6), March 1988, pp. 520-524.

Describes a community college project which incorporates literature into course content outside the English department to enhance students' ability to respond to subject matter and develop critical thinking skills.

Sommers, Jeffrey, and Palmer, Virginia Ellis. "Bringing the campus, the community, and the study of litera-

ture together," *Teaching English in the Two-Year College*, 12 (1), February 1985, pp. 72-78.

Describes a literary study program for residents of a community college area.

Computer-assisted instruction

Gabriel, Dennis. "The mainframe computer in a basic reading and writing class." Paper presented at the Ohio Instructional Computing Conference, 1983. 5 pp. [ED 239 710]

A computer in a basic reading and writing class can help the instructor do more with greater ease and in less time. While problems such as user resistance, few relevant programs, and difficulties in measuring gains have not been resolved, several uses for the computer have been developed. These include provision of diagnostic data, electronic gradebooks, student-teacher communication by electronic mail, sharing of essays among classmates, and reduction of paperwork.

Levin, Robert, and Doyle, Claire. "The microcomputer in the writing/reading/study lab.," *Technological Horizons in Education*, 10 (4), February 1983, pp. 77-79, 100.

Discusses advantages of computer-assisted instruction in a community college writing/reading curriculum. Using word processing software, students write reports, themes, and essays on the microcomputer. Other software is used for learning vocabulary, grammar, reading rate and comprehension. Includes problems to avoid to ensure success.

Miller, Karen J., and Stolarski, Rosemary. "Computer matching of reading lab materials to students' needs," *Computers, Reading and Language Arts*, 2 (1), Summer-Fall 1984, pp. 13-15.

Describes the process by which an individualized instruction reading test program was developed.

Patterson, Becky. "Evaluating microcomputer software for a community college reading/writing center." Paper presented at the Meeting of the Western College Reading and Learning Association, 1983. 11 pp. [ED 233 691]

Following a brief discussion of the problems related to current software evaluation forms, a detailed list of general guidelines for evaluating reading and writing software is presented. The guidelines cover educational soundness of the software, its ability to fully utilize microcomputer capabilities, and its validity for educational, rather than personal, use.

Swartz, Donna. "A survey of computer use in two-year college reading programs," *Research in Developmental Education*, 2 (4), March 1985. 8 pp.

A mail survey of two-year colleges was conducted to identify types of hardware and software used and ways in which computers are used to teach reading. Responses from 181 two-year colleges with developmental programs indicated that computer use in reading instruction is increasing, with a wide variety of software in use, mostly on Apple computers, and that computers were being used most commonly to provide drill and practice with tutoring. A list of software packages frequently used is included.

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